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Monday, September 12, 2011

Teachers discuss 9/11 education strategies

By **HEATHER BUTTERWORTH**
contributing writer

When Kayla Greer heard that Osama bin Laden was dead, she immediately texted her brother, a high school sophomore.

The news meant nothing to him because Greer's brother did not know who bin Laden was.

Out of shock, Greer, an interdisciplinary liberal studies major and elementary education minor, is now determined to educate today's youth about 9/11 and the events that followed when she has a classroom of her own.

"We were all affected by 9/11 — not just emotionally, but physically as well — from the new airport regulations to new laws and regulations in government," Greer said. "Everything that occurred before, during and after 9/11 needs to be taught to our kids."

Since that day, teachers have been approaching the topic carefully to avoid creating a sense of hatred or inflated nationalism among students.

"Class discussions should not focus on hate but on conflicts," said J.D. Ohn, assistant professor in elementary and early childhood education.

Nathan Brubaker, assistant professor in elementary and early childhood education, said the difficulties of presenting such a sensitive topic "come with the territory of being a teacher."

JMU professors emphasize to students who will be tomorrow's teachers that such challenges present teachable moments.

"It is important to be balanced in perspectives and to situate the event in a bigger social context," Brubaker said.

Teachers are encouraged by the Virginia Department of Education to promote discussion of the event in the classroom, but it is not mandatory. Currently, 9/11 is not a part of the Virginia Standards of Learning objectives, according to the Virginia Department of Education's website.

Most schools systems, including Virginia's, encourage parents to discuss the emotional impact of the event with their children.

According to the Virginia Department of Education, there is no general policy pertaining to how 9/11 can be taught, but teachers are given sample lesson plans. As with any historic event, teachers are encouraged to instruct using primary source images as well as witness accounts.

"Teaching about 9/11 should be a critical part of the education curriculum," said Shin Ji Kang, assistant professor in elementary and early childhood education.

A study just issued by the non-profit Thomas B. Fordham Institute reports that 9/11 is taught in schools

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JENA THIELGES / THE BREEZE

After 10 years, Dukes discuss past, present, future impact of 9/11 events

>> Students share Sept. 11, 2001 memories, [page A3](#)

By **EMILY WINTERS**
The Breeze

Nick Langridge remembers huddling over a computer screen with his colleagues in the JMU Athletics Department, looking at images of the falling World Trade Center's towers after he heard of the terrorist attacks on Sept. 11, 2001.

"I remember no one knew quite what to do or what to say," said Langridge, assistant of President Linwood Rose.

Langridge remembers grabbing his colleagues hands and forming a circle of tearful prayers for those who lost their lives as well as an end to the violence.

Langridge spoke Sunday at the remembrance event "All Together. We Remember. 9/11. 10 Years Later," along with fellow alumnus, Tom Culligan, a freshman at JMU at the time of the attack. Both alumni spoke of their fear, shock and most importantly, their need to stand united.

Culligan had just transitioned into college life less than three weeks before the attack. As a



COURTESY OF NICK LANGRIDGE

Members of the Student Duke Club organized a human flag at a home football game against the University of Rhode Island in September 2001, just days after the terrorist attacks. "They really were inspiring and showed how the JMU community could come together and show solidarity," said Tom Culligan, a freshman at JMU in 2001.

freshman, he hadn't gotten to know those around him very well yet, but he remembers how watching coverage on the TV with other freshmen brought them all together.

"One of the remarkable things is it solidified the experience that this was home; this was family; this was my community," Culligan said.

After the attacks, two senior members of the Student Duke Club, Kevin Warner and Kemper Funkhouser, approached Langridge, who was the club adviser, with a plan to create a human flag at the next home football game. Warner had the initial idea for the flag, and Funkhouser, president of the Student Duke Club, agreed to

help him.

"When [the attack] happened, a lot of people just didn't know what to think or what to feel," Warner said. "This served as a small outreach of pride and spirit, and everyone got a lot of fulfillment out of that."

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CRIME

Circuit Court dismisses three football players' charges

After a year of debate in the Rockingham County court system, three JMU football players allegedly involved in a group assault had their felony charges dismissed by prosecutors Thursday.



Jonathan Williams, 22, was charged with felony malicious wounding by mob. Three other football players had felony charges dismissed.

Anthony I. Rose, 19; Peter O. Rose, 20; and Jonathan L. Rose, 22, all of Amherst, Va., were charged with felony malicious wounding by mob, which

allegedly occurred on the 1300 block of Bradley Drive at about 1 a.m. on Nov. 15, 2010, according to Rockingham County Circuit Court records.

Cristabel Opp, assistant Commonwealth's attorney, decided not to prosecute the three brothers on Thursday.

A fourth player, Jonathan C. Williams, 22, of Ridgeway, Va., was also charged with felony malicious wounding by mob for the same incident.

They got into a verbal argument with three males who turned physical, police spokeswoman Mary-Hope Vass told *The Breeze* in November.

One of the three victims was sent to Rockingham Memorial Hospital with non life-threatening injuries.

Opp said she couldn't comment because Williams' case, involved with the same incident, is ongoing.

"I can't comment out of an abundance of caution," Opp said.

Opp also wouldn't say whether the Rose brothers will be witnesses at Williams' trial.

The Rose brothers were reinstated to the Dukes after the charges' dismissal on Thursday, according to Assistant Athletics Director John Martin, but they did not play in Saturday's game against Central Connecticut State University.

Williams has been dismissed from the team since March for unspecified reasons, Martin said. He's scheduled to appear in Circuit Court Friday to set his trial date.

— staff report

Robbed in broad daylight

Four men allegedly robbed a townhouse on the 1300 block of Devon Lane around noon yesterday. Police remained on the scene for more than two hours after the robbery to determine facts of the crime.



PAUL JONES / THE BREEZE

Harrisonburg Police are searching for four men who allegedly robbed five male victims in a townhouse on the 1300 block of Devon Lane Sunday afternoon.

The robbery occurred at 12:03 p.m., according to police spokeswoman Mary-Hope Vass. Four black men, one of whom had a handgun, entered the townhouse and took money. One victim was assaulted during the robbery and sustained minor injuries that didn't need hospitalization.

The first suspect was described to

HPD as about 6 feet tall with shaved hair, wearing a dark-colored cap and a blue and white polo shirt. The second was described as wearing a red cap and black baggy shirt. The third was described as having dreadlocks, wearing a red tank top with a tattoo on his right arm. The fourth had short dreadlocks and was wearing a white T-shirt.

Police are still working to determine if the thieves and the victims knew each other, Vass said.

— staff report

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Monday, September 12, 2011 **A2**

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MEMORIAL

9/11 - WHAT WE REMEMBER

"I was in third grade and my teacher came in and she said, 'Nobody panic.' And then she started crying."

Vince Sampoli
sophomore

"I was in Pakistan . . . everybody was sitting and they were watching the news. I just kept on looking. They replayed the part again, the plane going. But they didn't take a video. They made an image and showed us how it happened."

Heba Sumbal
freshman

"I was a sophomore in college in Chicago. And I was heading from one class to another when the professor walked in and said, 'You need to leave. Go home.'"

He basically said, 'We're at war.' And I drove home, with the Sears Tower in my rearview mirror. And just kept looking at it, making sure it was still there."

Allison Fagan
assistant English professor

"People were being called out of school and I didn't really understand what was going on. So I was freaking out because all my friends were going home and my mom wasn't picking me up."

Caitlyn Loweth
freshman music major

"When I was in elementary school, I remember my mom coming and picking me up from school early."

I wasn't really sure why. I just knew everybody was freaking out. We didn't have TVs in my elementary school so it's not like we could watch the news.

And then when I got home, I remember sitting in the bedroom and watching the footage of the planes attacking the World Trade Center and I remember thinking, 'Oh, my gosh. It's coming here next.' "

Maggie Nave
freshman music education major



COURTESY OF MCT CAMPUS FEATURES

ACADEMICS

Student-taught class builds skills for business, career strategy

By **JAEMIN YOO**
contributing writer

While most students enter classrooms expecting a professor with a tweed jacket and a Ph.D., the 23 students in Motivational Entrepreneurship this semester are learning from one of their own.

"I don't think of myself as a professor," said senior Gilbert Welsford. "I prefer 'facilitator.' "

Welsford, a management major, is the student facilitator of the JMUTeach course, having created it himself.

Seniors Sandra Tran and Dan Smolkin founded JMUTeach after observing student-taught courses at Carnegie Mellon University and University of California Berkley.

"Dan and I started talking, and we both thought 'Wouldn't it be cool to bring this to JMU?' and we just flew with it," said Tran, a senior marketing major.

The purpose of Welsford's class is to help students reach their fullest potential, understand the mindset of successful people and provide them with the confidence and skills to do whatever they set out to do. The entrepreneurial aspect comes into play for students interested in starting up a business or applying for a competitive job. Students must complete reading assignments and activities such as creating a vision board outside of class, according to the course schedule.

The course centers around a question Andrew Carnegie asked writer Napoleon Hill: "What makes successful people successful?," according to Welsford.

Hill responded by writing "Think and Grow Rich," a book of principles inspired by interviews from people in power and wealthy entrepreneurs. Students study Hill's book to analyze these same principles throughout the semester.

The course teaches students the principles put forth in "Think and Grow Rich," including focusing on their talents, having faith in their abilities and choices and building self-confidence, according to Welsford's course schedule.

"I want students to be able to think outside of the box, outside of societal norms," Welsford said. "And to make a difference."

Early on in the course, students are asked to write a self-reflective essay on their own definitions of success.

By the end of the semester, students will write the same essay to see how their perspectives have changed, said Russell Day, a senior accounting major enrolled in the class.

Welsford wants students to engage and learn from one another, connect with each other on deeper levels and be able to set attainable personal and academic goals for themselves in the future.

"Gil is very inspiring and motivated," Day said. "I want to be able to learn what drives him to do what he does and pick up on those things."

Some students may know Welsford as a co-founder of Club GILTY, a non-alcoholic dance club on campus. Welsford runs the business side of the club.

Unlike some lecture classes, students in the class are encouraged to work together and share ideas in an open environment. Since the class is mostly discussion-based, participation is integral. Students learn through discussion, motivational guest speakers and various texts, including Hill's "Think and Grow Rich" and Rhonda Byrne's "The Secret," Welsford said.

"Gil's very open," Day said. "The class is a lot about discussion and conversation."

As the syllabus points out, signing up for the class is an easy way to build an "entrepreneurial spirit."

"These are principles entrepreneurs live by, and if you live by these principles, you will do extraordinary things," Welsford said. "This is the most influential class you will ever take."

Tran and other members of the committee selected Welsford and three other applicants from a pool of 33. The courses were selected based on originality, creativity and successful organization based on the syllabus and course schedule.

"I could just see Gil teaching in front of a class," Tran said. "His personality, enthusiasm and passion for his subject was perfect."

JMUTeach classes will be on e-campus in time for spring 2012 registration.

The administrative oversight board of faculty members will determine whether the JMUTeach program will past this year. Applicants accepted are required to take a course development program for the spring semester, like Welsford and the other student facilitators.

"The courses are currently in a pilot stage," Tran said. "They will be undergoing intensive evaluation over the semester."

The four current classes will proceed as scheduled. The question of the programs permanency will not be made after the pilot phase has ended after the spring semester.

CONTACT Jaemin Yoo at yoojx@dukes.jmu.edu.

FALL 2011 JMUTEACH CLASSES:

Assassination of JFK

Student facilitator: Cameron Carey
Meeting time: Tuesdays, 4 p.m. to 5 p.m.

Body Image

Student facilitator: Anna Mendez Keiter
Meeting time: Tuesdays, 2:30 p.m. to 3:30 p.m.

Why We Make Music

Student facilitator: Daniel Singer
Meeting time: Fridays, 9:05 a.m. to 9:55 a.m.

Motivational Entrepreneurship

Student facilitator: Gilbert Welsford
Meeting time: Mondays, 3:35 p.m. to 4:35 p.m.

Want to take a class?

Students must complete at least 28 credit hours and maintain a GPA of 2.25 or higher in order to be eligible to be taught a JMUTeach course.

Transfer students must complete at least 28 credit hours, 14 of which must be at JMU.

Classes are credit/no-credit, meaning students do not receive a grade, but may receive one credit hour for successful completion at the end of the semester.

Want to teach a class?

Applications for next fall will be available in the spring, as applications are no longer being accepted for next semester.

Students must enroll in UNST102E: JMUTeach Development the semester before teaching a course. Students meet one-on-one with a faculty mentor to prepare for the upcoming semester's class and receive one credit hour for teaching the class.

ELECTIONS

Fresh faces for SGA

Freshman Class Council, senator positions open

By **EVI FUELLE**
The Breeze

The Student Government Association worked tirelessly last week to hand out freshman elections packets for this Thursday's elections.

At Student Organization Night on Wednesday at the Convocation Center, some freshmen were already interested in running in the upcoming elections.

"We had about 105 people who signed up for more information about being in SGA at Student Org Night," said Alicia Pettis, a sophomore sociology major and fall 2011 SGA elections commissioner. "A good number of freshmen who signed up came to the table knowing they would run for a position."

Kelly Johnson, SGA's director of public relations, hopes that new faces will bring new ideas.

"We're really excited to see what everybody's got to bring to the table this year," said Johnson, a senior public affairs major.

They must attend the interest meeting tonight at 8 p.m. in Taylor 305 with completed election packets to qualify for the campaign process.

They can apply for positions on the Class Council or as Residence Area Senators. Available positions are President, Vice President, Treasurer and Secretary, according to Pettis.

Class Council members plan bonding activities for the Class of 2015 and represent their class at Senate Meetings, according to Pettis.

The positions available for Residence Area Senators are specific to the housing locations on campus. There are currently three Residence Area Senator positions available in the Bluestone and the Tree House areas, two in Hillside, two in Lakeside, four in Skyline and four in the Village, Pettis said.

She said Residence Area Senators represent their area at weekly Senate Meetings where members discuss concerns, vote on bills and participate in committees.

"There is pretty even voting across the board; Class Council and Residence Area Senators get about the same amount of votes," Pettis said.

During the elections, Pettis said, candidates can appeal to freshmen to vote for them using a variety of methods.

Campaigning "can be posters, T-shirts, giving out candy or meeting people on the Commons," Pettis said. "We welcome lots of creativity, as long as the rules set out by the elections policy are followed."

While many methods are successful, Pettis said the most effective campaign method is creating a Facebook page.

Current SGA members cannot endorse candidates.

"We prefer the freshmen run on their own merit and be elected in a legitimate race uninfluenced by current members," Pettis said. "But election candidates can have their friends endorse them by adding the friends to their campaign staff"

SGA has changed its approach from previous years to gain more interest by introducing candidate videos to their Facebook event page, Pettis said. Videos will be on the Facebook page tomorrow night and will link to the voting website.

Johnson said SGA wants to become more accessible to the student body.

"I recreated our blog and am constantly updating the SGA Twitter, as well as making sure there is more relevant information on our Facebook page," Johnson said. "Basically, we're using social media as an outlet because we know that's where students spend their time."

And this strategy just might work.

Freshman Rachel Fisher, a media arts and design and political science double major, thinks SGA should make more use of social media.

"I haven't heard much about them, so I think using social media would be helpful," Fisher said. "I follow SGAjmu on Twitter, which is my only source of information from them."

Pettis said she is optimistic about the freshman elections and what they will mean for SGA.

"We are all about being accessible to the students, and what better way to start that sort of relationship with the freshmen than in their own class's voting?" Pettis said.

Pettis said she believes there will be a higher turnout for elections.

"We have been focusing on making this election highly publicized and hope our efforts pay off in more votes for all the candidates," Pettis said.

McKenzie Quinn, a freshman biology and chemistry double major, said she plans to run for the Class Council President position.

"I have talked to most of the people I know here about elections and a lot of them are willing to participate in campaigning with me," Quinn said. "Hopefully with a higher participation rate, there will be a higher voter turnout"

Pettis said she didn't know how many freshmen expressed interest in last year's elections, but less students have applied.

After turning in their packets, freshman campaigns begin at 9 p.m. tonight and continue through Thursday at 7 p.m.

Voting lasts from 7 a.m. to 7 p.m. Thursday, according to Pettis. Packets can be downloaded from SGA's website at sga.jmu.edu.

CONTACT Evi Fuelle at fuellen@dukes.jmu.edu.

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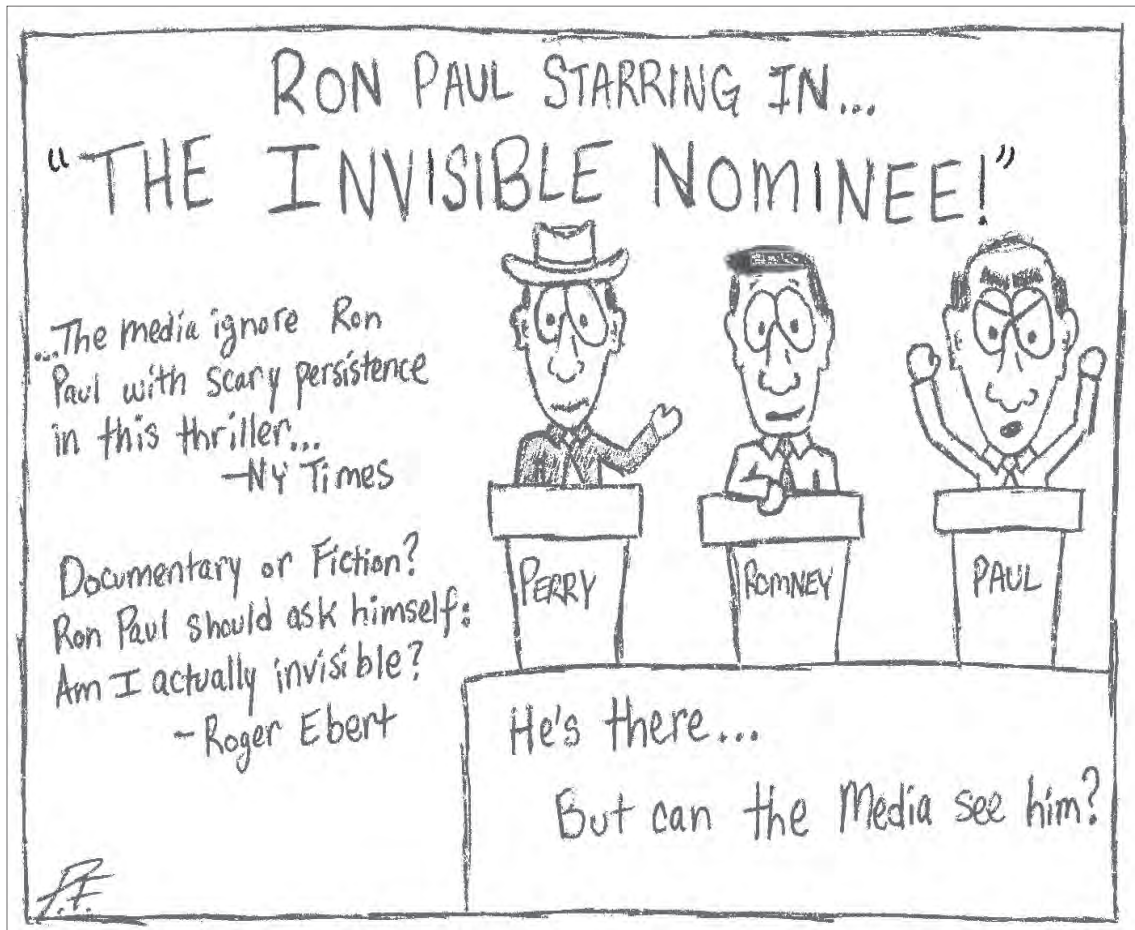
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CHRIS JUSTIS | guest columnist

Media to blame for stubborn politics

Politicians have to be radical and partisan to be considered news-worthy

Ed Schultz, a television host on MSNBC, drew my attention by yelling, “The president has caved!” The alarming tone in his voice was enough to turn around and stare at the television in shock.

Much to my dismay, President Obama had planned a speech on tackling the unemployment problem in America for last Wednesday — and the Republicans asked him to change the date to Thursday because of the GOP debate. Something this horrible needs a name: Speechgate (as the media are calling it) or “How does Wednesday sound? Not great? OK, Thursday-Gate,” as Jon Stewart refers to it.

This is exactly how the American media machine works; they feed on conflict and struggle. When our politicians put aside their differences for once and agree on something that minor, it isn’t entertaining to watch.

As Wolf Blitzer elegantly asks, “How can Americans trust their political leaders to fix the deficit and the economy if they butt heads over scheduling a speech?” For some reason, in today’s society, rationality and compromise are seen as weakness. The headlines across MSNBC, CNN and FOX News were “Obama has lost.”

On the other hand, stubbornness is seen as strength and power, and our political party system has moved away from bipartisanship and become a game where whoever can hold on to their own beliefs without listening to anyone else’s wins.

The media have played a large part in this. Just look at a year ago when House Rep. Joe Wilson stood up in the middle of Obama’s speech and screamed, “You lie!” like a child throwing a tantrum. What else would make grown men and women act like this?

I strongly believe the average middle-class person in our country either doesn’t pay enough attention to politics or simply doesn’t have enough time to. That leaves all of the extremists to blast their opinions over the airwaves 24 hours a day.

This is exactly how the American media machine works; they feed on conflict and struggle. When our politicians put aside their differences for once and agree on something that minor, it isn’t entertaining to watch.

The media and the primaries force candidates to stray further right or left. Moderate politicians and people in general get limited air-time and basically get pushed out of the elections.

Buddy Roemer, for example, was a fairly moderate conservative and the media essentially diminished him. We live in the era of FOX News and MSNBC where if you aren’t an extreme conservative or a radical liberal, you will not be heard.

Just look at Michelle Bachmann several different stops on her campaign. She said Hurricane Irene and the recent earthquake were God’s way of saying there needs to be a change in the White House. That was extreme enough to be heard.

This is why the Rush Limbaughs, Michael Moores and Glenn Becks get so much recognition. I would like to

think the majority of Americans don’t think Obama is a “socialist Hitler and terrorist sympathizer” (re: former Pennsylvania Gov. Tom Ridge who said Obama will “give rights to terrorists”) but rather, they simply think, “I may or may not agree with his political policies but he’s probably not a terrorist.” Sadly though, this is not the case in mainstream media. All we see on the news is the mudslinging, name-calling and finger-pointing among politicians and political pundits.

The media play a large part in the radicalization of our politicians, but the primaries are another reason that politicians have to move away from their moderate roots.

Who goes out to vote in the primaries? The people who vote in primaries are heavy Republican supporters or die-hard Democrats. These are the people who are fairly far out on the political spectrum so they, of course, vote for the candidate with the beliefs closest to theirs.

The only way to address this is to recognize that when it comes down to it, the media are entertainment. Would you rather watch “The Situation” and Ronnie Duke it out on “The Jersey Shore” or Congressmen sitting down and trying to work together to solve an issue? That’s an easy one.

What if it was the same scenario, but the latter is Glenn Beck screaming at his “red phone” (which, according to him, is directly connected to Obama’s cellphone) and pulling his hair out while scribbling crazy conspiracy theories on a chalkboard. That is a more difficult choice.

Chris Justis is a junior justice studies major. Contact Chris at justiscj@dukes.jmu.edu.



A column exploring the male and female perspectives on issues facing JMU students

This week: Fighting with friends

RACHEL DOZIER | The Breeze

There is one universal truth of all girls: They want to be liked. You could tell a friend that Dana should pluck her mustache before she turns into a Daniel, but if you find out Dana doesn’t like your pencil set, suddenly you’re hurt and extremely offended.

When you hear a negative tidbit of gossip, there are three ways you can take it: brush it off (rare); throw as many passive-aggressive daggers as possible (common); or call it a catfight (all too common).

For those who brush it off, I commend you. You have a higher maturity level than the majority of the JMU female population and I do.

You’ll probably find a nice husband, have nice kids and have great jobs (and everyone will hate you for it). But for the rest of us, we have to find a way to work around our differences.

The passive-aggressive approach is probably the hardest to deal with because there’s never anything you can point to when blaming the culprit for it. For example, let’s say your roommate gets up at 5 a.m. every day and goes to bed around 9 p.m. every night, shutting off the lights.

You wait until she’s asleep and turn on the lights, pretending to look for something very loudly. You decide it’s a great time to feng shui the room and do everything in your power to wake her up the way she wakes you up every morning.

Now clearly this action is solely to cause her discomfort, but there’s not much she could say. If she woke up asking why you had the light on, you could claim you’ve lost your great-gammy’s bracelet or some other treasured family heirloom and can’t rest until you’ve found it. When jewelry and dead relatives get involved, there’s not much she can do. Like the wise Lindsey Lohan



once said, “Girl world has a lot of rules.”

Though the passive-aggressive method can be deliciously satisfying at times, it’s probably not the best way to handle your problems.

The other person still knows you’re doing things to bug her and won’t appreciate it. They’ll probably even retaliate with their own passive-aggressive approaches.

I’d also advise against the next mode of fighting: the catfight. I usually try to live by one steadfast rule: What would Julia Roberts do? Would Julia start screaming expletives?

Never. She would toss back her exquisite head of hair and proceed to explain why the other party was in the wrong and she would go on to make much more money.

While I’m not sure about the quality of your hair or how much money you’ll go on to make, I think it’s safe to say that calmly talking to a person is much more effective than calling them a b****, an a**, a wh*** or a bunch of other words with stars in them.

It may feel nice to get your frustrations out at the time, but in the long run, you’re just giving people something to point to and call you a psycho about.

All that being said, I don’t always live by these rules. If someone “borrows” my Coke Zero, I might still switch their sugar and salt.

Or maybe I’ll take a kickboxing class at UREC. Or, in the words of Michael Scott, I could “hug it out, b****.” There are just so many options when it comes to fighting.

Rachel Dozier is a senior media arts & design major. Contact Rachel at breezepress@gmail.com.

MATT SUTHERLAND | The Breeze

I like to keep things clean. I know this is contrary to what a lot of guys do, which is waiting until the apartment coffee table is completely covered in Festival Styrofoam burger wrappers and cups from PC Dukes.

When I see my said table covered in various paraphernalia, I usually have four options.

No. 1: Ignore it and let the trash pile up like a floating garbage island in the Pacific; No. 2: Clean the place myself, while making only a few masked comments about keeping the place clean; No. 3: Sit down and have a heart-to-heart with my roommates; No. 4: Go apes**t.

To be clear, numbers one and two have been my most viable options for three-plus years in college. Number three has been used on very special occasions. Number four — well, that’s sort of a pipe dream, isn’t it?

Unlike our feminine counterparts, fighting does not involve catty comments behind the juice tub at a frat party.

Many people would agree that men, while generally less sophisticated, are more direct with confrontations. We don’t usually tell everybody that Jake slept with Kelly, hoping that everyone will think Jake is a slut and never talk to him again.

Instead, we punch Jake in the face. End of story. Again, unlike women, these exchanges are most likely extremely temporary and can easily be settled with an apology and peace offering, like booze.

But there are not a lot of differences in the subject matter of what men and



women will fight over with their friends. I’m pretty sure deciding how much space everyone gets in the freezer isn’t gender specific. In fact, I would say fighting, regardless of gender, occurs between friends.

It seems like a fascinating irony, but if you really think about it, this makes

perfect sense.

Of course, the occasional bar fight takes place between two interlopers, but the majority of regular people aren’t angry at random people. Most of the time, they’re angriest at the ones closest to them.

Sure, the chump in the Mustang who swooped into your claimed parking space might have deserved a good keying to his left door, but that rage is completely fleeting.

If you don’t believe me, here’s an example. When Dante Alighieri wrote “The Divine Comedy,” the circle of Hell closest to Satan was reserved for betrayers. Why? Because it sucks a lot more when a friend does something wrong than if a stranger does. It’s why we love our friends in the first place.

By calling people our friends, we are essentially placing a verbal contract on the table with a clause saying, “I won’t do anything crappy to you if you won’t stab me in the back.”

So even if you weren’t invited to that party by your compadre, it doesn’t help to get overly angry. Just refer to your contract.

Matt Sutherland is a senior media arts & design major. Contact Matt at breezecopy@gmail.com.

DARTS & PATS

Darts & Pats are anonymously submitted and printed on a space-available basis. Submissions creatively depict a given situation, person or event and do not necessarily reflect the truth.

Submit Darts & Pats at breezejmu.org

A “my-floor-is-vibrating” dart to the boys who live below us and like to play their music loud.
From the girls above you who just want to study in peace.

A “how-did-you-know-it-was-my-birthday?” pat to Mrs. Greens for serving peanut butter cookies.
From an appreciative senior who loved having her favorite dessert on her special day.

A “chivalry-is-not-dead” pat to the professor and student who tried to help me jump my car in the rain.
From a former damsel in distress who was finally able to figure it out with the help of her assistants.

A “who-do-you-think-you-are?” dart to my landlord for stealing my entire security deposit with no explanation.
From a disgruntled super-senior who has already contacted her lawyer.

An “it’s-OK-it-happens” pat to the kid who got tackled by the cops in front of Fox Hill Townhomes.
From an onlooker whose night you made.

A “play-that-funky-music” pat to the cute pianist in Transitions.
From a senior girl who already ditched out the compliment but wanted to make it official in The Breeze.

A “way-to-hook-up-with-D-Hall” dart to E-Hall for leaving behind its black dishes in Gibbons Hall.

From a student who saw your walk of shame through the Village.

A “nom-nom!” pat to the Lakeside Express ladies who brighten my Tuesday and Thursday afternoons.
From a senior commuter who wants to take you home for the rest of her week.

A “that’s-not-what-we-do-here” dart to the guys at the football game who reeked of alcohol, were spitting tobacco juice all over the ground and yelling homophobic slurs.
From a junior who was thoroughly disgusted by your antics and is wondering how you got accepted to this school.

An “it-just-got-hotter-out-here” pat to the girls on Mason Street sunbathing on their roof.
From a guy who is going to hang out downtown more often.

Editorial Policies

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PHOTOS BY ROBERT BOAG / THE BREEZE

TOP The Dukes run onto the field for the first home game of the season. **TOP LEFT** Days before Saturday's game, the 8,000 allotted student tickets were sold out. **BOTTOM LEFT** Redshirt freshman weak safety Marquis Woodyard celebrates the Dukes' win during the post-game firework show. **RIGHT** Junior cornerback Leavander Jones tackles the Blue Devils' quarterback Gunnar Jespersen.

COMMENTARY

Despite win against Central Connecticut, Dukes display weak offense, numerous mistakes in home opener

By **DAVID BARTON**
The Breeze

Bridgeforth Stadium roared with the voices of 25,102, the sounds of a cannon and a fireworks finale.

It was the debut of the expanded stadium that everyone involved should be proud of.

The only thing missing was a watchable football game.

In a plodding and sometimes stagnant affair, the Dukes bested the Central Connecticut State University Blue Devils 14-9.

Almost any good play the Dukes made or sustained drive they conducted was met by a mistake

or inability to score. For example, in the first pass attempt of the expanded stadium, redshirt junior quarterback Justin Thorpe threw a long interception.

"The offensive production wasn't messed up, it was our red zone offense for some reason," Thorpe said. "We kept driving down the field and couldn't punch it in."

After beginning the game with an interception, Thorpe threw another one into double coverage to end the first half. Thorpe had an abysmal 47 yards passing in the game. The second half wasn't any better for the Dukes in terms of undisciplined mistakes as redshirt sophomore

tailback Jordan Anderson fumbled the ball on the Blue Devil 1-yard line.

"To go where we want to go as a football team, we've gotta be more effective throwing the ball than we were," said coach Mickey Matthews.

The running game was clicking for the Dukes, however, as they gained 360 yards. Redshirt sophomore starting tailback Dae'Quan Scott accounted for 145 yards and one touchdown. The crowd chanted his name seconds before he got his touchdown out of the wildcat formation.

"We knew we didn't play our best in the first half, so we just had to pick it up in the second," Scott said. "The

biggest thing for me was just reading my blocks better."

While the product on the field lacked spark, the video board and sheer amount of fans brought another element to Bridgeforth.

"The atmosphere is definitely electric," redshirt senior center Roane Babington said. "This is probably one of the loudest atmospheres I've ever played in, and I'm happy to say that."

The video board had some technical difficulties throughout the game, but the pregame show seemed to capture the audience's attention. The massive screen's finest moment came when an animated battle between the Duke Dog and Blue

Devil took place. It ended with the Blue Devil being tossed into Newman Lake.

"Hearing everyone just roar with approval at that video was, like 'Aw yeah, here we go,'" said freshman Dane Barber. "It made me want to beat the other team, just like the Duke Dog owned the other mascot."

The team certainly didn't live up to its new \$62.5 million home Saturday, but has four more home games to do so. They take on the Liberty University Flames this Saturday in Lynchburg, Va.

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REBECCA SULLIVAN / CONTRIBUTING PHOTOGRAPHER

Associate music professor performs interpretation of Tibetan Book of the Dead

By **OSCAR JURADO**
The Breeze

African drums, a saxophone and a mix of flutes and bells surrounded David Pope as he sat on a carpet in the middle of the stage.

Pope, associate professor of music united sound and Buddhist tradition in an interpretation of “Tibetan Book of the Dead” Friday night. The hour-long performance in the Recital Hall of the Forbes Center for the Performing Arts, featured Pope’s saxophone performance to an audience of nearly 100.

Pope’s composition is based on the Bardo Thodol, a Buddhist text read during funeral ceremonies meant to guide those dying through reincarnation, a belief of Tibetan Buddhism.

Tibetan Buddhism isn’t something from which many musicians draw inspiration, but for Pope, it’s been a lifelong interest. Pope began doing breathing exercises in order to ease migraines and progressed to meditation. He practices meditation to control various physiological functions, known as “biofeedback.”

“Biofeedback changed my life,” Pope said during a post-performance discussion. “You can control your body if you know what to do.”

Pope wrote the original version of the peice in 2007, and he teamed up this year with Forbes Center’s Technical Production Coordinator Jamie Whoolery for a revised version with artistic light backdrops.

During the performance, several contrasting light patterns played in the background in

sequence with Pope’s music.

When Pope performed a section involving water dissolving into fire, the background lights turned from bright blue to a myriad of oranges and reds.

The composition itself involved musical interpretations of certain parts of the text a Tibetan monk would read to a dying person.

These musical interpretations ranged from a beat on the various drums Pope had to a melody on two wooden flutes.

The performance featured eight movements, which correspond to the Tibetan Buddhist belief that people go through eight stages of death.

After one stage was over, Pope would ring a Tibetan singing bowl, signaling to the audience that the next part was beginning.

For the last movement of the piece, Pope improvised on his saxophone for a few minutes.

In addition to drums and his saxophone, Pope had two types of flutes, bells and chanted an extended ohm at one point.

He used traditional African instruments, including a djembe, which is a hybrid of African drums, and a variety of Nigerian udu drums, which are water jugs transformed into musical instruments that produce several tones.

Pope found these obscure instruments when he received a grant as a student.

“I decided to spend the money on music I wasn’t familiar with,” Pope said.

The performance itself was a sort of meditative process for Pope.

“It started to feel like I wasn’t playing, like I was

experiencing it,” Pope said.

Although Pope draws inspiration from Buddhism, he wouldn’t consider himself a practitioner of the religion, he said.

Pope used advanced techniques such as circular breathing and played multiple tones at once on his saxophone. Circular breathing is used to create a long, continuous tone without interruption.

Some admired the unconventional nature of the performance. Though some admitted that an open mind was required for the performance.

“It’s hard to appreciate if you’re not a musician,” said junior music education major Kaitlyn Huntsberger.

“I enjoyed the flute performance, and the ohm-ing was interesting,” said freshman guitar performance major Caitlyn Loweth.

Pope answered questions about his experience with Buddhism, while Whoolery explained how the visual aspect of the show developed.

“It took around 20 hours of editing, and we put in all the additional equipment starting Thursday morning and finishing earlier today,” Whoolery said.

Pope will perform again at the Kennedy Center in D.C. on Oct. 9. The next musical performance at The Forbes Center for the Performing Arts will be an opera performance, Eros and Psyche, based on the Greek myth in which the god of love falls in love with the most beautiful woman in the world.

CONTACT Oscar Jurado at juradoor@dukes.jmu.edu.

FLAG

Dukes come together

from front

Over the next week and a half before the home game, Warner and Funkhouser worked to find a group of 250 students who would form the flag. The Student Duke Club only had 123 members at the time, so Warner and Funkhouser contacted members of Student Ambassadors, SGA and Greek Life to complete the flag.

The human flag was a way for students to show pride and honor those injured or killed in the attacks.

“What I remember most are the different reactions of students around campus, hearing the different stories of students who lost parents, who lost loved ones,” Funkhouser said.

After organizing students, Funkhouser and Warner then found a sponsor and ordered the red, white and blue T-shirts to make the stars and stripes of the flag. “United We Stand” was printed on the back.

On the day of the football game against the University of Rhode Island, the T-shirts were laid out on stands on the 50-yard line. As participants filed in, they chose the color they wanted to wear.

Culligan was at the football game when the human flag was unveiled.

“They really were inspiring and showed how the JMU community could come together and show solidarity,” Culligan said.

At the start of the game, the Marching Royal Dukes played the National Anthem, followed by a moment of silence, the human flag standing proud.

“They really made a statement that day,” Langridge said. “I think they reminded us all of the need to stand united during a time of such loss.”

The human flag was a chance for students, faculty and staff to converge as one and gain fulfillment after the tragedy and loss the week before.

“The rewarding part was seeing people come together with both JMU spirit and national pride — the sense of togetherness for being able to do it,” Warner said.

A photo of the human flag remains framed on the wall of Langridge’s office in Alumnae Hall as a reminder of 9/11, and how JMU came together as a community.

CONTACT Emily Winters at winterer@dukes.jmu.edu.

TEACH

Schools teach about tragedy

from front

in September, if at all, to coincide with its anniversary. Typically, social studies classes cover the topic.

Brittany Porter wants her students to see how issues surrounding events like 9/11 can affect society years later. A sophomore history major and secondary education and interdisciplinary social studies double minor, she said the challenge is to make 9/11 seem like more than “another small part of history” to children too young to have lived through it. Porter plans to interest students by making “connections between the past and present.”

The most effective strategy for teaching about the event involves having students journal their thoughts and feelings about 9/11 to open a dialogue, according to John Almarode, assistant professor in early, elementary and reading education.

“When the events of 9/11 are discussed in elementary school classrooms,” Almarode said, “these discussions provide an excellent opportunity for teachers to model and guide students through.”

Throughout the week, Rockingham County schools will have moments of silence and discussions. Some schools will participate in a memorial observance in conjunction with veterans in Elkton Park, said Johna McFarland, director of middle school education in Rockingham County. School bands at several local elementary and middle schools will play the Pledge of Allegiance.

Elkton Middle School is displaying a remnant beam from the World Trade Center. The school also plans to educate its students about the importance of firefighters.

CONTACT Heather Butterworth at butterhl@dukes.jmu.edu.

CONCERT REVIEW

For Dodos, less is more

By **JACK KNETEMANN**
contributing writer

With only two members, the Dodos’ concerts are only more impressive when considering what’s not on stage.

The band’s Saturday performance at Clementine Cafe did not include a bassist, bass drum, snare, hi-hat or synths that typically form the groove of all rhythmic music. Instead, The Dodos make do with only Meric Long’s guitar and voice and Logan Kroeber’s handful of toms and cymbals.

Yet the instrumentation does not leave the ears wanting. Much like other musical duos (The White Stripes, The Black Keys) The Dodos create a rich sound with minimal parts.

“I didn’t even notice there was no bass or bass drum,” said junior social work major Claire Holt.

The Dodos’ brand of folk involves barely more than electric guitars, drums and their voices, yet the band’s rhythms and boundless energy kept the crowd engaged as the set stretched past midnight.

The Dodos kept the set fresh by inviting different members of opening band The Luyas on stage. Using odd instrument ranging from French horn to layered synths, the band played a lively set greeted warmly by the audience.

The band’s songs, featuring slowly evolving melodies anchored by drummer Stefan Schneider, were reminiscent of the latest Bon Iver album. Members of The Luyas made appearances on almost every song, bringing up one new instrument at a time. Their revolving presence kept the set from sounding repetitive.

Three songs into their set, Long revealed they hadn’t written a set list, and asked the crowd to yell out

suggestions.

To keep the concert from being frontloaded, the band called out tunes to themselves as they went, taking in crowd suggestions when fitting. Though it lacked the trajectory of a carefully groomed set list, the band’s freewheeling spirit kept the songs from growing bland.

Though they’ve released two albums since, including “No Color” in March, neither were welcomed as the group’s breakthrough release “Visiter.” The audience was bouncing the whole night, but no new songs truly got the crowd dancing. The set featured many tracks from “No Color,” but the crowd only had ears for old favorites like “Fools” and “Jodi.”

The band peppered the set with jokes about Miller Chill, a reference to their song “Fools” being used in an ad for the beer. This relaxed the rather reserved crowd, leaving the audience more involved and receptive for the band’s material.

On songs like “Red and Purple” and “Going Under,” Kroeber would relent the rapid drum patterns just enough to draw the audience closer. Long would then deliver the lyric to unlock the song’s message, leaving the drums to hammer it home. Such dynamics resulted in the tracks being easy highlights of the night.

Saturday night’s concert was the only stop in Virginia or D.C. for the duo, who personally chose to play in Harrisonburg.

“We played at Clementine last year and had an amazing time” said Long. “We really wanted to come back.”

The Dodos will continue their tour up the East Coast before a stint in Canada.

CONTACT Jack Knetemann at knetemjw@dukes.jmu.edu.



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Masterpiece opening

This Saturday, the Forbes Center for the Performing Arts opened their Masterpiece Season with the New Dance Festival, featuring works by Dance Alloy Theater. Here are the next events planned:

John Hollenbeck, jazz/classical composer (with the Claudia Quintet)
Monday, Oct. 3 @ 8 p.m., Concert Hall

“Our Country’s Good” by Timberlake Wertenbaker
Tuesday-Saturday, Oct. 4-8 @ 8 p.m. and Sunday, Oct. 9 @ 2 p.m., Mainstage Theatre

KANSAS in Concert with the JMU Symphony Orchestra
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